**Educational Leadership Program**

**Center for Integrated Teacher Education**

**The College of Saint Rose, Albany, NY**

**EDA 503, Curriculum Development and Revision**

**Fall, 2011**

Instructor Ms. Laura Mastrogiovanni

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Schedule: Saturday—September 24, October 1, 15, 22, and 29

8:30AM to 4:00PM

Course Description:

This course considers the sources of curriculum decisions and the roles of curriculum developers. It includes the social, philosophical, and psychological principles relevant in articulating curriculum. The course stresses the developmental processes, which affect curriculum planning and revision, and addresses the roles of curriculum developers and supervisors. Special emphasis is given to K-12 articulation with state standards and the integration of multiculturalism and technology in curriculum improvement.

The learning activities for this course are designed to prepare each student with essential knowledge and competencies for effective instructional leadership in curriculum development.

Required Texts and Materials:

* Parkay, F. W., Anctil, E. J., & Hass, G. (2006). *Curriculum Leadership.* 9th edition. Boston: Allyn & Bacon.
* Wiggins, G., & McTighe, J. (2005). *Understanding by Design (2nd ed.).* Upper Saddle River. Prentice-Hall.
* Wiggins, G., & McTighe, J. (2004). *Understanding by Design: Professional Development Workbook.* Upper Saddle River. Prentice-Hall

Bring the following resources to our first class:

* Latest New York State School Report Card; K-12 ELA and Demographics
* New York State Social Emotional Standards (latest draft available)
* New York State Common Core Standards in ELA and Math; K-12); (latest draft available)

Additional Readings, Videos, Chats available at: http://curriculum503drh.wikispaces.com/

Recommended/Supplemental Texts:

* DuFour, R., DuFour, R., & Eaker, R. (2008). *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools*. Bloomington, IN: Solution Tree.
* Manley, R. J., & Hawkins, R. J. (2009). *Designing School Systems for All Students: A Toolbox To Fix America's Schools*. Lanham, MD. Rowman and Littlefield.

Learner Outcomes:

(Reference to the NYS Standard for School Building Leader follows each outcome. Subarea I refers to *Leading the School-wide Educational Pr*ogram as referenced on the SBL assessment, Part 2).

* All students will demonstrate an understanding of the historical and philosophical foundations of curriculum decision making. (Subarea I -0001)
* All students will demonstrate an understanding of definitions, goals, and values related to

curriculum development. (Subarea I -0001)

* All students will demonstrate an understanding of the theories of human development and learning related to best-practice applications in the school setting. (Subarea I -0001, 0003)
* All students will demonstrate an understanding of approaches to curriculum development and considerations for standard-based, curriculum planning. (Subarea I – 0002)
* All students will demonstrate an understanding of the social and cultural influences on curriculum and the educational implications for diverse learners. (Subarea I – 0001)
* All students will demonstrate an understanding of the different purposes and types of assessment and the use of assessment results to guide curriculum evaluation. (Subarea I – 0002)
* All students will demonstrate an understanding of essential concepts of effective professional development. (Subarea I – 0004, 0005)
* All students will demonstrate an understanding of the applications of technology into instruction and assessment. (Subarea I – 0002)

Course Requirements:

Attendance is mandatory. Late assignments will have points deducted. Students who miss one class for reasons other than hospitalization, immediate family bereavement, or religious observance (as prescribed by law) will be required to complete a course-related assignment (provided by the course instructor or program) approximating 8 hours of work due prior to course completion; receive a final half-grade deduction (ex. A= A-, A- =B+) that is connected to the Participation component of the established final grade calculation for each course; and is required to submit all of the assignments due at the missed class no later than one week after the end of the course. Students who miss a class must contact CITE.

**Grading**

**This is the 21st Century**. ***All*** written assignments will be submitted electronically to the email address listed above on or before the due date. I will ***not*** accept paper copies. Make sure your papers are written in MS Word ***ONLY*.** *Whatever computer you are using, the file suffix for a Word document is “***.doc*”.*** Any assignment not following this format will be returned and considered late. Don’t cause yourself a loss of grade by being late!

All papers will be reviewed and returned electronically using track changes/comments available in the Tool menu. There ***will***be a half-grade reduction for any papers that are late for each week that they are late. ***No work will be accepted after the dismissal of our last class.***

**Assignment Values:**

*25 pts Weekly Reflections*

*10 pts Curriculum Review*

*15 pts UBD Curricular Upgrade*

*10 pts UBD Assessment Upgrade*

30 pts Curriculum Development Project Proposal (NCATE Assessment)

*10 pts Professional Qualities (including, but not limited to prompt attendance, participation in discussions, courtesy to fellow students, leadership in groups)*

100 pts = Total

Grade Ranges: 100-95 = A; 94-90 = A-; 89-85 = B+, 84-80 = B

**Schedule of Readings**

All reading will be completed by the class listed.

Session 1: In-Class

Parkay, et.al.: Chapter 1, 2

Wiggins & McTigue: Introduction; Chapter 1

Manley & Hawkins: Chapter 1 (on wiki)

Session 2:

Parkay, et.al.: Chapter 3, 4

Wiggins & McTigue: Chapters 2, 3, and 4

Session 3:

Parkay, et.al.: Chapters 5, 6,

Wiggins & McTigue: Chapters 5 and 6

Session 4:

Parkay, et.al.: Chapters 7, 8

Wiggins & McTigue: Chapters 7, 8, and 9

Session 5:

Parkay, et.al.: Chapters 9, 10

Wiggins & McTigue: Chapters 10 and 11

Class Presentations Due

**Class Responsibilities/Assignments**

1. **Professional Qualities/Class Participation: Expected weekly (10 points)**

* **All students are expected to help the class develop into an authentic learning community. Cooperation, trust, openness, willingness to learn from one another and celebration of each class members’ gifts and special talents will be the tools to make this happen.**

2**. Reflections: Due weekly; (Five in total; 25 points)**

* A written reflection will be e-mailed to me (MS word Only) at the conclusion of each set of classes.
* Each reflection will include a narrative (not a list) about your most “significant learning’s” or “aha’s” as well as how you will use your new learning’s and/or how they will influence your behavior as a leader.
  1. Your reflection should also address each assigned reading. Anything else you wish to share is also welcome.
  2. Reflections should also identify and comment upon the  ISLLC ][\]standards described in the reflective text.
  3. Reflections are due NO LATER than the Thursday following each set of classes.
  4. Reflections are to be emailed to me as an attachment written in ***MS Word and only MS WORD*.**

**Rubric for Evaluation of Reflections**

**Content (5 pts)**

|  |  |  |
| --- | --- | --- |
| 5 | 3 | 1 |
| Demonstrates thoughtful insight | Some insight shown | Limited or no insight offeredregarding topic |
| Integrates assigned readings | Integrates Some Readings | Integrates Few Readings |

3. *Assignment 1*: **Curriculum Review (Current Reality): (10 pts) Due by Week 2**

* + Review your selected curriculum. Answer the following questions and provide specific illustrations to support your answers (whether affirmative or not). Brevity counts.

a. Are the goals of the curriculum clearly stated?

b. To the degree that students’ developmental levels will allow, have teachers and students engaged in collaborative planning to define the goals and determine they will be attained?

c. Do some of the planned goals relate to the society or the community within which the curriculum will be implemented?

d. What other curricular areas are explicitly embedded/reinforced within your curriculum document?

e. Do some of the planned goals relate to individual learners and their needs, purposes, interests, and abilities?

f. Are the planned goals used as criteria for selecting and developing learning activities and instructional materials?

g. Are the planned goals used as criteria for assessing students’ learning and for further planning of learning sub-goals and activities?

h. Based on your analysis, which of the following educational philosophies (perrenialism, essentialism, progressivism, or reconstructionism) are most represented?

* + ***For the following set of questions, isolate one unit from your selected curriculum****.*

i. What overarching understandings are desired?

j. What are the overarching “essential” questions?

k. What will students understand as a result of this unit?

l. What “essential” and “unit” questions?

m. What evidence will show that students understand key concepts within the unit?

n. What teaching and learning experiences will equip students to demonstrate the targeted understandings?

4. *Assignment 2:* **UBD Curricular Upgrade:** **(15 pts.) Due by Week 3**

Based upon your findings in assignment #1 above, address your findings (upgrade, clarify, or amplify) by reframing them within the context of and utilizing Wiggins and McTigues’ Sample 2-Page UBD Template (Stage 1 **only**, Workbook, p. 36).

1. *Assignment 3:* **UBD Assessment Exercise: (10 pts.) Due by Week 4**

Using your prior work in assignments #1 and #2, utilize Generating Assessment Ideas Using the Facets of Understanding template (Workbook, p. 164) to design assessments for your work in assignment #3.

1. *Final Assignment***: EDA 503, NCATE Curriculum Development Assignment: (30 pts) *Due Wednesday prior to our last class***

SDL Assessment 3, Curriculum Improvement Plan, EDA 503

ELCC Standards 1.3, 2.2, 2.3

**Overview**

The purpose of this assignment is to engage candidates in development of an action plan (vs. analysis of an action already implemented) to improve learning of all students (ELCC 2.2) at the district level. In addition to identifying a documented need for action consistent with the district mission, candidates envision targeted student outcomes to increase curricular effectiveness that address the need, and they devise strategies consistent with leadership best practices (ELCC 2.3) for implementation (ELCC Standard 1.3) of the Curriculum Improvement Plan. The best practices strategies of the Curriculum Improvement Plan will require candidates to demonstrate ability to project resource management essentials for the Improvement Plan, including garnering support among stakeholders for support of the vision articulated in the Plan.

**SDL Assessment 3: Details**

Assessment 3 has four (4) components.

* 1. The need for a Curriculum Improvement Plan consistent with the district mission is documented.
  2. The Curriculum Improvement Plan is articulated with identified stakeholders and outcomes, and essential resources allocated.
  3. Steps and elements of Plan implementation are sequenced, including strategies for reducing anticipated barriers to implementation, implementation timeline, and plans for evaluation of effectiveness in resolving the need for improvement of all students’ learning.
  4. The Curriculum Improvement Plan is orally presented (as to an audience of district faculty from which endorsement is sought) with supporting documents and visual materials.

Detailed descriptions of each of the components of the Assessment 3 assignment are below.

***Component 1:*** *The need for a Curriculum Improvement Plan consistent with the district mission is documented*.

Candidates…

* Describe the importance of the need for action to improve all students’ learning, a Curriculum Improvement Plan, that includes meeting needs of English Language Learners (ELL), students from diverse ethnic/racial backgrounds, at-risk students, and students with special needs that is based on the district’s mission statement and the vision for the district.
* Articulate the vision and document specifics of the need for improvement, using district archival data (e.g., School Report Cards, NCLB) related to all students’ performance.
* Assess the degree to which the vision is supported by the district administration, school community, and community served.
* Support the vision for the Plan from at least two (2) “peer reviewed” studies that provide basis for potential promising best practices and curricular design.

***Component 2:*** *The Curriculum Improvement Plan is articulated with identified stakeholders and outcomes, and with essential resources allocated.*

Candidates…

* Define the stakeholders and next steps to articulate the merit in dedicating district and school resources to this improvement plan.
* Include a detailed resource allocation component identifying specific school and district funding sources and personnel essential to implement the Curriculum Improvement Plan.
* Specifically explain how the Plan and associated actions were researched, how the dedication of resources matches the district vision, and argue the projected benefits in increased learning of both students and their teachers. (Candidates articulate commitment to Professional Learning Community tenets as they apply to Plan implementation.)
* Identify prospective solutions to address the need the Plan is designed to meet.
* Describe provisions to be used for essential collaboration with families and other members of the school community that demonstrate assessment of community interests, needs and strategies to mobilize support among stakeholders for necessary access to community resources.

***Component 3:*** *Steps and elements of Plan implementation are sequenced, including strategies for reducing anticipated barriers to implementation, implementation timeline, and plans for evaluation of effectiveness in resolving the need for improvement of all students’ learning.*

Candidates…

* Describe at least three of the potential barriers they likely will encounter during Plan implementation, and the strategies they will use for barrier reduction; strategies must be based on integrity, fairness in response to the needs of all stake holders, and ethical and legal principles.
* Develop an evaluation instrument for the Curriculum Improvement Plan that assesses its success from the perspectives of district administrators, and all school/community stakeholders. The Improvement Plan in its final form and evaluation methodology plan is focused on success for all students (see Component 1) and demonstrated understanding of the political, economic, social, legal and cultural context in which the Plan will be implemented.
* Represent the implementation of the Plan on a projected timeline that includes both formative and summative evaluation of the results.

***Component 4:*** *The Curriculum Improvement Plan is orally presented (as to an audience of district faculty from which endorsement is sought) with supporting documents and visual materials.*

Candidates…

* Orally present the Curriculum Improvement Plan, satisfying all components described above in a clear, sequential, 5-8 minute presentation designed for an audience of district faculty members.
* Support the presentation with visual documents and materials (these are printed for submission to the course instructor).

**SDL ASSESSMENT 3 RUBRIC: CURRICULUM IMPROVEMENT PLAN,**

**EDA 503, ELCC STANDARDS 1.3, 2.2, 2.3,**

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| **Assessment 3**  **Curriculum Improvement Plan** | **3 points**  **Distinguished** | **2 points**  **Proficient** | **1 point**  **Novice** | **0 points**  **Unsatisfactory** | **Score** |
| **ELCC Standard 2.2**  **Effective Instructional Program**  **Component 1** | Well-described importance of need for action to improve all students’ learning (including diverse students, such as ELL, students from diverse ethnic/racial backgrounds, at-risk, and students with special needs) that is based on the district’s mission statement and the vision for the district. | Good description of importance of need for action to improve all students’ learning that is based on the district’s mission statement and the vision for the district. | Adequate description of importance of need for action to improve all students’ learning that is based on the district’s mission statement and the vision for the district. | Inadequate description of importance of need for action to improve all students’ learning and not based on the district’s mission statement and the vision for the district. |  |
| **ELCC Standard 1.3**  **Implement a Vision** | Well-articulated vision and documentation of specifics of the need for improvement, using district archival data related to all students’ performance. | Good articulation of vision and documentation of specifics of the need for improvement, using district archival data related to all students’ performance | Adequately  articulated vision and documentation of specifics of the need for improvement, using district archival data related to all students’ performance | Inadequately  articulated vision and documentation of specifics of the need for improvement, using district archival data related to all students’ performance |  |
| **ELCC Standard 1.3**  **Implement a Vision** | Excellent assessment of degree to which the vision is supported by the district administration, school. community, and community served. | Good assessment of degree to which the vision is supported by the district administration, school. community, and community served. | Adequate assessment of degree to which the vision is supported by the district administration, school. community, and community served. | Inadequate assessment of degree to which the vision is supported by the district administration, school. community, and community served. |  |

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| **Curriculum Improvement Plan**  **(Continued)** | **3 points**  **Distinguished** | **2 points**  **Proficient** | **1 point**  **Novice** | **0 points**  **Unsatisfactory** | **Score** |
| **ELCC Standard 2.3**  **Apply Best Practice to Student Learning** | Excellent support for vision for Plan from 2 or more peer reviewed studies that provide basis for potential promising best practices and curricular design. | Good support for vision for Plan from 2 or more peer reviewed studies that provide basis for potential promising best practices and curricular design. | Adequate support for vision for Plan from 2 or more peer reviewed studies that provide basis for potential promising best practices and curricular design. | Inadequate support for vision for Plan from 2 or more peer reviewed studies that provide basis for potential promising best practices and curricular design. |  |
| **ELCC Standard 1.3**  **Implement a Vision**  **Component 2** | Well-defined stakeholders and next steps to articulate the merit in dedicating district and school resources to this improvement plan. | Good definition of stakeholders and next steps to articulate the merit in dedicating district and school resources to this improvement plan. | Adequate definition of stakeholders and next steps to articulate the merit in dedicating district and school resources to this improvement plan. | Inadequate definition of stakeholders and next steps to articulate the merit in dedicating district and school resources to this improvement plan. |  |
| **ELCC Standard 1.3**  **Implement a Vision** | Included detailed resource allocation component identifying specific school and district funding sources and personnel essential to implement the Curriculum Improvement Plan. | Included many, not all essential details for resource allocation component identifying specific school and district funding sources and personnel essential to implement the Curriculum Improvement Plan. | Included few details for resource allocation component identifying specific school and district funding sources and personnel essential to implement the Curriculum Improvement Plan. | Included no details for resource allocation component identifying specific school and district funding sources and personnel essential to implement the Curriculum Improvement Plan. |  |

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| **Curriculum Improvement Plan**  **(Continued)** | **3 points**  **Distinguished** | **2 points**  **Proficient** | **1 point**  **Novice** | **0 points**  **Unsatisfactory** | **Score** |
| **ELCC Standards 2.2**  **Provide Effective Instructional Program** | Excellent specific explanation of how the Plan and associated actions were researched, how the dedication of resources matches the district vision, and argued the projected benefits of Plan in increased learning of both students and their teachers. | Good specific explanation of how the Plan and associated actions were researched, how the dedication of resources matches the district vision, and somewhat argued the projected benefits in increased learning of both students and their teachers. | Adequate specific explanation of how the Plan and associated actions were researched, how the dedication of resources matches the district vision, and weakly argues the projected benefits of Plan in increased learning of both students and their teachers. | Inadequate specific explanation of how the Plan and associated actions were researched, how the dedication of resources matches the district vision, and does not argue the projected benefits of the Plan in increased learning of both students and their teachers. |  |
| **ELCC Standard 2.2**  **Effective Instructional Program** | Well-nuanced identification of prospective solutions to address the need the Plan is designed to meet. | Good identification of prospective solutions to address the need the Plan is designed to meet. | Adequate identification of prospective solutions to address the need the Plan is designed to meet. | Inadequate identification of prospective solutions to address the need the Plan is designed to meet. |  |
| **ELCC Standard 1.3**  **Implement a Vision** | Well-described provisions to be used for essential collaboration with families and other members of the school community that demonstrates assessment of community interests, needs and strategies to mobilize support among stakeholders for necessary access to community resources. | Good description of provisions to be used for essential collaboration with families and other members of the school community that demonstrates assessment of community interests, needs and strategies to mobilize support among stakeholders for necessary access to community resources. | Adequate description of provisions to be used for essential collaboration with families and other members of the school community that demonstrates assessment of community interests, needs and strategies to mobilize support among stakeholders for necessary access to community resources. | Inadequate description of provisions to be used for essential collaboration with families and other members of the school community that does not demonstrates assessment of community interests, needs and strategies to mobilize support among stakeholders for necessary access to community resources. |  |

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| **Curriculum Improvement Plan**  **(Continued)** | **3 points**  **Distinguished** | **2 points**  **Proficient** | **1 point**  **Novice** | **0 points**  **Unsatisfactory** | **Score** |
| **ELCC Standard 1.3**  **Implement a Vision**  **Component 3** | Described at least three of the potential barriers likely to be encountered and the strategies they will use for barrier reduction; strategies based on integrity, fairness in response to the needs of all stake holders, and ethical and legal principles. | Described two of the potential barriers likely to be encountered and the strategies they will use for barrier reduction; strategies based on integrity, fairness in response to the needs of all stake holders, and ethical and legal principles. | Described one of the potential barriers likely to be encountered and the strategies they will use for barrier reduction; strategies based on integrity, fairness in response to the needs of all stake holders, and ethical and legal principles. | Described no potential barriers likely to be encountered. |  |
| **ELCC Standard 2.2**  **Provide Effective Instructional Program** | Developed well-designed evaluation instrument for the Plan that assesses its success from the perspectives of district administrators, and all school/community stakeholders. The Improvement Plan in its final form and evaluation methodology plan focused on success for all students and demonstrated understanding of the political, economic, social, legal and cultural context in which it will be implemented. | Developed good evaluation instrument for the Plan that assesses its success from the perspectives of district administrators, and all school/community stakeholders. The Improvement Plan in its final form and evaluation methodology plan focused on success for all students and demonstrated understanding of the political, economic, social, legal and cultural context in which it will be implemented. | Developed adequate evaluation instrument for the Plan that assesses its success from the perspectives of district administrators, and all school/community stakeholders. The Improvement Plan in its final form and evaluation methodology plan focused on success for all students and demonstrated understanding of the political, economic, social, legal and cultural context in which it will be implemented. | Developed inadequate evaluation instrument for the Plan The Improvement Plan in its final form and evaluation methodology plan did not focus on success for all students and demonstrated understanding of the political, economic, social, legal and cultural context in which it will be implemented. |  |

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| **Curriculum Improvement Plan**  **(Continued)** | **3 points**  **Distinguished** | **2 points**  **Proficient** | **1 point**  **Novice** | **0 points**  **Unsatisfactory** | **Score** |
| **ELCC Standard 1.3**  **Implement a Vision** | Represented the implementation of the Plan on a well-projected timeline that included both formative and summative evaluation of the results. | Represented the implementation of the Plan on a timeline that included most Plan elements & both formative and summative evaluation of the results. | Represented the implementation of the Plan on a timeline that included few Plan elements. | Timeline was not included. |  |
| **Oral Presentation**  **Component 4** | Orally presented the Curriculum Improvement Plan, satisfying all components in a clear, sequential, presentation designed for an audience of district faculty members.  Supported the presentation with excellent visual documents and materials (these were printed for submission to the course instructor). | Orally presented the Curriculum Improvement Plan, satisfying most components in a mainly clear, sequential, presentation designed for an audience of district faculty members.  Supported the presentation with good visual documents and materials (these were printed for submission to the course instructor). | Orally presented the Curriculum Improvement Plan, satisfying few components in a somewhat unclear, out of sequential, presentation designed for an audience of district faculty members.  Supported the presentation with adequate visual documents and materials (these were printed for submission to the course instructor). | Orally presented the Curriculum Improvement Plan without satisfying components.  Inadequate visual documents and materials used and these were not printed for submission to the course instructor. |  |
| **Average Rubric Score** | **3.0-2.7 = Distinguished**  **(30pts)** | **2.6-2.0 = Proficient**  **(25pts)** | **1.9-1 = Novice**  **(20pts)** | **.9< = Unsatisfactory**  **(0pts)** |  |

Please note: Any student receiving a less than 1.0 overall rating must redo the assessment.

**Americans with Disabilities Act**

If you have a physical, psychological, medical or learning disability that may impact on your ability to carry out assigned course work, it is urged that you contact CITE/College of St. Rose as soon as possible so that they can review your concerns and determine what accommodations are necessary and appropriate. All information and documentation of disabilities are confidential.

**CONFIDENTIALITY**

A purpose of College of St. Rose courses, in addition to teaching specific subject matter, is to improve each student's communication skills. Accordingly, each student's writing and comments, within assignments, class exercises, comprehensive projects, oral presentations, etc. shall reflect the highest level of professional excellence. To meet this requirement, the student should treat all of their written work as if it were presented in the public forum on behalf of his/her school administrator. There are many times when the sharing of information about our schools and district are informative and educational. This adds to learning by integrating "real-life" experiences from course colleagues into the topics under discussion. There may be times, however, when you should leave out specific identifying information that would disclose your employer, work colleagues, students or sensitive work occurrences in current or former schools and districts. It is imperative that we treat any specific examples that are given by our colleagues and classmates with the utmost appropriate care and concern for privacy. Lastly, classmates are not to share any information that is protected by confidentiality laws or where sharing the data is or may be otherwise prohibited.

**The New York State *Essential Knowledge and Skills for Effective School Leadership* include:**

* + 1. ***Leaders know and understand what it means and what it takes to be a leader.***

**Leadership is the act of identifying important goals and then motivating and enabling others to devote themselves and all necessary resources to achievement. It includes summoning one's self and others to learn and adapt to the new situation represented by the goal.**

* + 1. ***Leaders have a vision for schools that they constantly share and promote.***

Leaders have a vision of the ideal, can articulate this vision to any audience, and work diligently to make it a reality. Leaders also know how to build upon and sustain a vision that preceded them.

1. ***Leaders communicate clearly and effectively.***

**Leaders possess effective writing and presentation skills. They express themselves clearly, and are confident and capable of responding to the hard questions in a public forum. They are also direct and precise questioners, always seeking understanding.**

1. ***Leaders collaborate and cooperate with others.***

**Leaders communicate high expectations and provide accurate information to foster understanding and to maintain trust and confidence. Leaders reach out to others for support and assistance, build partnerships, secure resources, and share credit for success and accomplishments. School leaders manage change through effective relationships with school boards.**

1. ***Leaders persevere and take the "long view.”***

**Leaders build institutions that endure. They "stay the course," maintain focus, anticipate and work to overcome resistance. They create capacity within the organization to achieve and sustain its vision.**

1. ***Leaders support, develop and nurture staff.***

**Leaders set a standard for ethical behavior. They seek diverse perspectives and alternative points-of view. They encourage initiative, innovation, collaboration, and a strong work ethic. Leaders expect and provide opportunities for staff to engage in continuous personal and professional growth. They recognize individual talents and assign responsibility and authority for specific tasks. Leaders celebrate accomplishments. They identify recruit, mentor, and promote potential leaders.**

1. ***Leaders hold themselves and others responsible and accountable.***

**Leaders demonstrate and adhere to comprehensive planning that improves the organization. They use data to determine the present state of the organization, identify root cause problems, propose solutions, and validate accomplishments. Leaders respect responsibility and accountability and manage resources effectively and efficiently. They require staff to establish and meet clear indicators of success.**

**Leaders in education also know and understand good pedagogy and effective classroom practices and support sustained professional development. They recognize the importance of learning standards and significance of assessments.**

1. ***Leaders never stop learning and honing their skills.***

**Leaders are introspective and reflective. Leaders ask questions and seek answers. Leaders in education are familiar with current research and best practice, not only in education, but also in other related fields. They maintain a personal plan for self-improvement and continuous learning, and balance their professional and personal lives, making time for other interests.**

1. ***Leaders have the courage to take informed risks.***

**Leaders demonstrate informed, planned change and recognize that everyone may not support change. Leaders work to win support and are willing to take action in support of their vision even in the face of opposition.**

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| **ELCC I**. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community .**   * 1. **Develop A Vision**   2. **Articulate a Vision**   3. **Implement A Vision**   4. **Steward a Vision**   5. **Promote Community Involvement** |  | Knowledge and Skills 2 and 8 |
| **ELCC II.** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff**   * 1. **Promote Positive School Culture**   2. **Provide Effective Instructional Program**   3. **Apply Best Practice to Student Learning**   4. **Design Comprehensive Professional Growth Plans** | Conceptual Framework Standards: 1, 2, 3, 4, 6, and 8 | Knowledge and Skills 6, 7, and 8 |
| **ELCC III**. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **managing the organization, operations, and resources in a way that promotes a**  **safe, efficient, and effective learning environment**  **3.1 Manage the Organization**  **3.2 Manage Operations**  **3.3 Manage Resources** |  | Knowledge and Skills 1 and 7 |
| **ELCC IV.** Candidates who complete the program: are educational leaders who have the knowledge and ability to promote the success of all students  by **collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources**   * 1. **Collaborate with Families and other Community Members**   2. **Respond to Community Interests and Needs**   3. **Mobilize Community Resources** | Conceptual Framework Standards: 5, 6, and 7 | Knowledge and Skills 3 and 4 |
| **ELCC V.** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **acting with integrity, fairly, and in an ethical manner**   * 1. **Acts with Integrity**   2. **Acts Fairly**   3. **Acts Ethically** | Conceptual Framework Standards: 5 | Knowledge and Skills 6, 7, and 8 |
| **ELCC VI.** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by **understanding, responding to and influencing the larger political, social, economic, legal, and cultural context**   * 1. **Understand the Larger Context**   2. **Respond to the Larger Context**   3. **Influence the Larger Context** | Conceptual Framework Standards: 5 | Knowledge and Skills 1, 5 and 9 |

**ELCC Standards**